



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2009
Code: 12421669
SAU: MSAD 48
School: Nokomis Regional High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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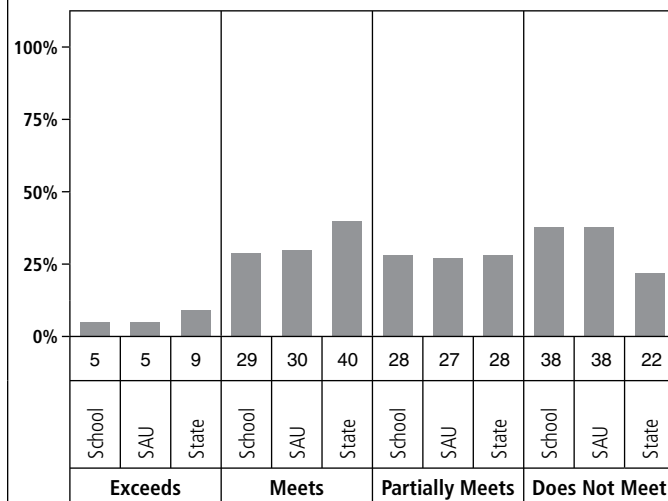
SUMMARY OF SCORES

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

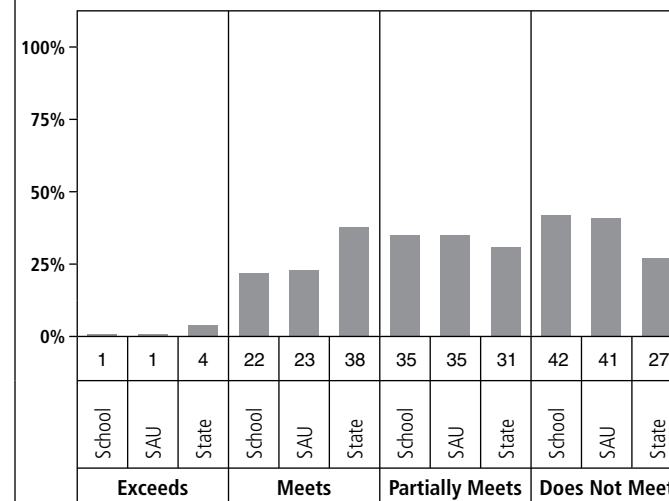
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1136	1136	1141
2007–2008	1137	1138	1141
2008–2009	1135	1136	1141
Cum Average*	1136	1137	1141
Mathematics			
2006–2007	1136	1136	1140
2007–2008	1137	1138	1141
2008–2009	1136	1137	1141
Cum Average*	1136	1137	1141
Writing			
2006–2007	1134	1134	1141
2007–2008	1136	1137	1140
2008–2009	1134	1134	1140
Cum Average*	1135	1135	1140
Science 2008–2009**	1135	1135	1140

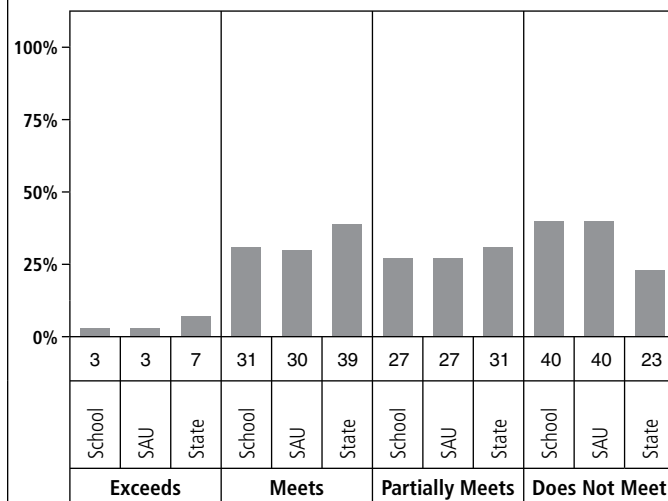
CRITICAL READING



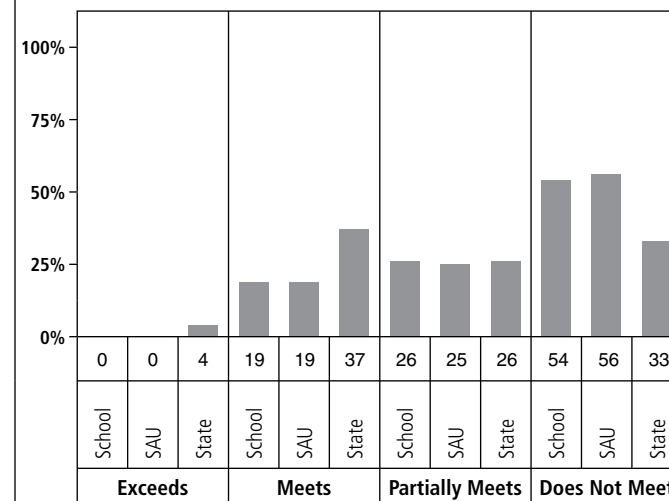
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	173	100	157	100	15632	100	157	91	142	90	14928	96	165	95	150	96	15274	98	158	91	143	91	14926	96	163	94	148	94	15079	97
Ethnicity African American/Black	0	0	0	0	341	2	0	0	0	0	310	91	0	0	0	0	322	95	0	0	0	0	309	91	0	0	0	0	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	0	0	0	0	241	2	0	0	0	0	221	92	0	0	0	0	229	95	0	0	0	0	221	92	0	0	0	0	227	94
Hispanic	1	1	1	1	166	1	1	100	1	100	156	94	1	100	1	100	162	98	1	100	1	100	156	94	1	100	1	100	155	93
Caucasian/White	172	99	156	99	14773	95	156	91	141	90	14140	96	164	95	149	96	14454	98	157	91	142	91	14139	96	162	94	147	94	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	35	20	31	20	2327	15	30	86	27	87	2108	91	32	91	29	94	2200	95	30	86	27	87	2099	91	31	89	28	90	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	110	64	99	63	4634	30	100	91	89	90	4263	92	105	95	94	95	4451	96	101	92	90	91	4262	92	103	94	92	93	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	129	75	117	75	13079	84	137	79	125	80	13417	86	130	75	118	75	13084	84	136	79	124	79	13288	85
Identified disability (PET/IEP)	18	14	15	13	727	6	20	15	17	14	814	6	18	14	15	13	725	6	19	14	16	13	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	2	2	2	2	238	2	3	2	3	2	245	2	2	2	2	2	238	2	3	2	3	2	241	2
Participation with accommodations	24	14	21	13	1626	10	24	14	21	13	1636	10	24	14	21	13	1624	10	23	13	20	13	1579	10
Identified disability (PET/IEP)	8	33	8	38	1158	71	8	33	8	38	1165	71	8	33	8	38	1156	71	8	35	8	40	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	1	4	1	5	79	5	1	4	1	5	79	5	1	4	1	5	80	5	1	4	1	5	77	5
Other	15	63	12	57	360	22	15	63	12	57	360	22	15	63	12	57	360	22	14	61	11	55	345	22
Participation through alternate assessment (PAAP)	4	2	4	3	223	1	4	2	4	3	221	1	4	2	4	3	218	1	4	2	4	3	212	1
Identified disability (PET/IEP)	4	100	4	100	223	100	4	100	4	100	221	100	4	100	4	100	218	100	4	100	4	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	16	9	15	10	680	4	8	5	7	4	324	2	15	9	14	9	682	4	10	6	9	6	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: MSAD 48
 School: Nokomis Regional High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	7	4	7	4	1168	8
	2007-2008	7	4	7	5	1184	8
	2008-2009	7	5	7	5	1339	9
	Cum. Total*	21	4	21	5	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	49	26	41	24	5714	38
	2007-2008	61	37	51	38	5885	40
	2008-2009	45	29	42	30	5897	40
	Cum. Total*	155	31	134	30	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	65	34	62	36	4728	31
	2007-2008	45	27	35	26	4093	28
	2008-2009	43	28	37	27	4169	28
	Cum. Total*	153	30	134	30	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	68	36	60	35	3444	23
	2007-2008	53	32	43	32	3417	23
	2008-2009	58	38	52	38	3255	22
	Cum. Total*	179	35	155	35	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	153	7	5	45	29	43	28	58	38	1135	138	5	30	27	38	1136	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	0										0						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	0										0						219	11	34	28	26	1141
Hispanic	1										1						151	3	34	33	30	1137
Caucasian/White	152	7	5	45	30	42	28	58	38	1135	137	5	31	26	38	1136	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	0	0	5	19	21	81	1125	23	0	0	17	83	1125	1865	1	11	24	64	1127
No	127	7	6	45	35	38	30	37	29	1137	115	6	37	29	29	1138	12795	10	45	29	16	1143
Current LEP																						
Yes	0										0						225	0	9	22	68	1126
No	153	7	5	45	29	43	28	58	38	1135	138	5	30	27	38	1136	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	97	4	4	21	22	27	28	45	46	1133	86	5	21	27	48	1133	4120	3	30	32	35	1136
No	56	3	5	24	43	16	29	13	23	1139	52	6	46	27	21	1140	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	153	7	5	45	29	43	28	58	38	1135	138	5	30	27	38	1136	14657	9	40	28	22	1141
Gender																						
Female	72	4	6	26	36	18	25	24	33	1137	67	6	37	22	34	1138	7098	10	43	29	18	1142
Male	81	3	4	19	23	25	31	34	42	1134	71	4	24	31	41	1134	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	0	0	3	20	12	80	1124	14	0	0	21	79	1124	291	3	28	28	41	1135
No	138	7	5	45	33	40	29	46	33	1137	124	6	34	27	33	1137	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	0										0						520	52	45	3	1	1161
No	153	7	5	45	29	43	28	58	38	1135	138	5	30	27	38	1136	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	0	0	0	0	578	4
	2007-2008	0	0	0	0	637	4
	2008-2009	1	1	1	1	596	4
	Cum. Total*	1	0	1	0	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	36	19	32	19	5481	36
	2007-2008	48	28	40	28	5508	37
	2008-2009	36	22	34	23	5674	38
	Cum. Total*	120	23	106	23	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	64	34	58	34	4754	31
	2007-2008	70	41	61	43	5065	34
	2008-2009	57	35	51	35	4622	31
	Cum. Total*	191	37	170	37	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	89	47	80	47	4607	30
	2007-2008	53	31	40	28	3660	25
	2008-2009	67	42	60	41	4116	27
	Cum. Total*	209	40	180	39	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	1	1	36	22	57	35	67	42	1136	146	1	23	35	41	1137	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	0										0						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	0										0						227	11	41	28	21	1144
Hispanic	1										1						157	1	27	25	46	1136
Caucasian/White	160	1	1	36	23	57	36	66	41	1137	145	1	23	35	41	1137	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	28	0	0	1	4	5	18	22	79	1130	25	0	0	20	80	1129	1959	0	7	19	73	1130
No	133	1	1	35	26	52	39	45	34	1138	121	1	28	38	33	1138	13049	5	42	33	21	1142
Current LEP																						
Yes	0										0						239	0	14	24	62	1132
No	161	1	1	36	22	57	35	67	42	1136	146	1	23	35	41	1137	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	102	0	0	15	15	39	38	48	47	1135	91	0	14	36	49	1134	4306	1	24	33	42	1136
No	59	1	2	21	36	18	31	19	32	1139	55	2	38	33	27	1140	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	161	1	1	36	22	57	35	67	42	1136	146	1	23	35	41	1137	15004	4	38	31	27	1141
Gender																						
Female	76	0	0	16	21	27	36	33	43	1135	71	0	23	34	44	1135	7248	3	38	33	27	1140
Male	85	1	1	20	24	30	35	34	40	1137	75	1	24	36	39	1138	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	1	7	5	33	9	60	1134	14	0	7	36	57	1134	293	1	23	37	39	1137
No	146	1	1	35	24	52	36	58	40	1137	132	1	25	35	39	1137	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	0										0						521	31	63	4	2	1157
No	161	1	1	36	22	57	35	67	42	1136	146	1	23	35	41	1137	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	4	2	3	2	937	6
	2007-2008	5	3	5	4	962	7
	2008-2009	4	3	4	3	1062	7
	Cum. Total*	13	3	12	3	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	52	28	48	28	6167	41
	2007-2008	49	30	43	32	5564	38
	2008-2009	48	31	42	30	5706	39
	Cum. Total*	149	29	133	30	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	65	34	57	34	4723	31
	2007-2008	60	36	49	36	4679	32
	2008-2009	41	27	38	27	4487	31
	Cum. Total*	166	33	144	32	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	68	36	62	36	3227	21
	2007-2008	52	31	39	29	3376	23
	2008-2009	61	40	55	40	3408	23
	Cum. Total*	181	36	156	35	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	154	4	3	48	31	41	27	61	40	1134	139	3	30	27	40	1134	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	0										0						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	0										0						219	10	37	27	26	1141
Hispanic	1										1						151	4	29	32	35	1135
Caucasian/White	153	4	3	48	31	41	27	60	39	1134	138	3	30	28	39	1134	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	1	4	1	4	24	92	1120	23	0	0	4	96	1119	1861	0	8	21	71	1125
No	128	4	3	47	37	40	31	37	29	1137	116	3	36	32	28	1137	12802	8	43	32	16	1142
Current LEP																						
Yes	0										0						224	0	8	28	64	1127
No	154	4	3	48	31	41	27	61	40	1134	139	3	30	27	40	1134	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	98	3	3	22	22	28	29	45	46	1132	87	3	20	30	47	1131	4121	2	27	33	38	1134
No	56	1	2	26	46	13	23	16	29	1139	52	2	48	23	27	1139	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	154	4	3	48	31	41	27	61	40	1134	139	3	30	27	40	1134	14660	7	39	31	23	1140
Gender																						
Female	73	2	3	28	38	24	33	19	26	1137	68	3	37	32	28	1137	7103	9	43	31	17	1143
Male	81	2	2	20	25	17	21	42	52	1131	71	3	24	23	51	1132	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	1	7	4	27	10	67	1127	14	0	7	29	64	1127	291	3	25	36	35	1135
No	139	4	3	47	34	37	27	51	37	1135	125	3	33	27	37	1135	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	0										0						520	43	52	3	1	1159
No	154	4	3	48	31	41	27	61	40	1134	139	3	30	27	40	1134	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	2008-2009*	0	0	0	0	602	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	2008-2009*	31	19	28	19	5431	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	2008-2009*	42	26	36	25	3876	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	2008-2009*	86	54	80	56	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	16.60	29.6	16.59	29.6	22.76	40.6
D. The Physical Setting	34	61	10.14	29.8	10.14	29.8	13.63	40.1
D1/D2 Earth/Space	14	25	4.44	31.7	4.40	31.4	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	5.70	28.5	5.75	28.8	7.58	37.9
E. The Living Environment	22	39	6.46	29.4	6.45	29.3	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 48
School: Nokomis Regional High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	159	0	0	31	19	42	26	86	54	1135	144	0	19	25	56	1135	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	0										0						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	0										0						225	5	40	20	36	1141
Hispanic	1										1						152	2	23	18	57	1136
Caucasian/White	158	0	0	31	20	42	27	85	54	1135	143	0	20	25	55	1135	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	2	7	3	11	22	81	1130	24	0	8	8	83	1130	1928	0	9	18	72	1131
No	132	0	0	29	22	39	30	64	48	1136	120	0	22	28	50	1136	12939	5	41	27	28	1142
Current LEP																						
Yes	0										0						234	0	10	11	79	1129
No	159	0	0	31	19	42	26	86	54	1135	144	0	19	25	56	1135	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	100	0	0	15	15	26	26	59	59	1134	89	0	13	25	62	1133	4264	2	24	26	47	1136
No	59	0	0	16	27	16	27	27	46	1137	55	0	29	25	45	1137	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	159	0	0	31	19	42	26	86	54	1135	144	0	19	25	56	1135	14863	4	37	26	33	1140
Gender																						
Female	76	0	0	8	11	26	34	42	55	1133	71	0	11	32	56	1133	7179	2	32	29	37	1139
Male	83	0	0	23	28	16	19	44	53	1136	73	0	27	18	55	1136	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	15	0	0	1	7	3	20	11	73	1131	14	0	7	14	79	1131	287	2	23	26	49	1136
No	144	0	0	30	21	39	27	75	52	1135	130	0	21	26	53	1135	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	0										0						517	28	65	6	1	1156
No	159	0	0	31	19	42	26	86	54	1135	144	0	19	25	56	1135	14350	3	35	27	35	1140

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